

# **Response to Intervention: Universal Screening & Progress Monitoring**

**Huntington County Community  
School Corporation  
(HCCSC)**

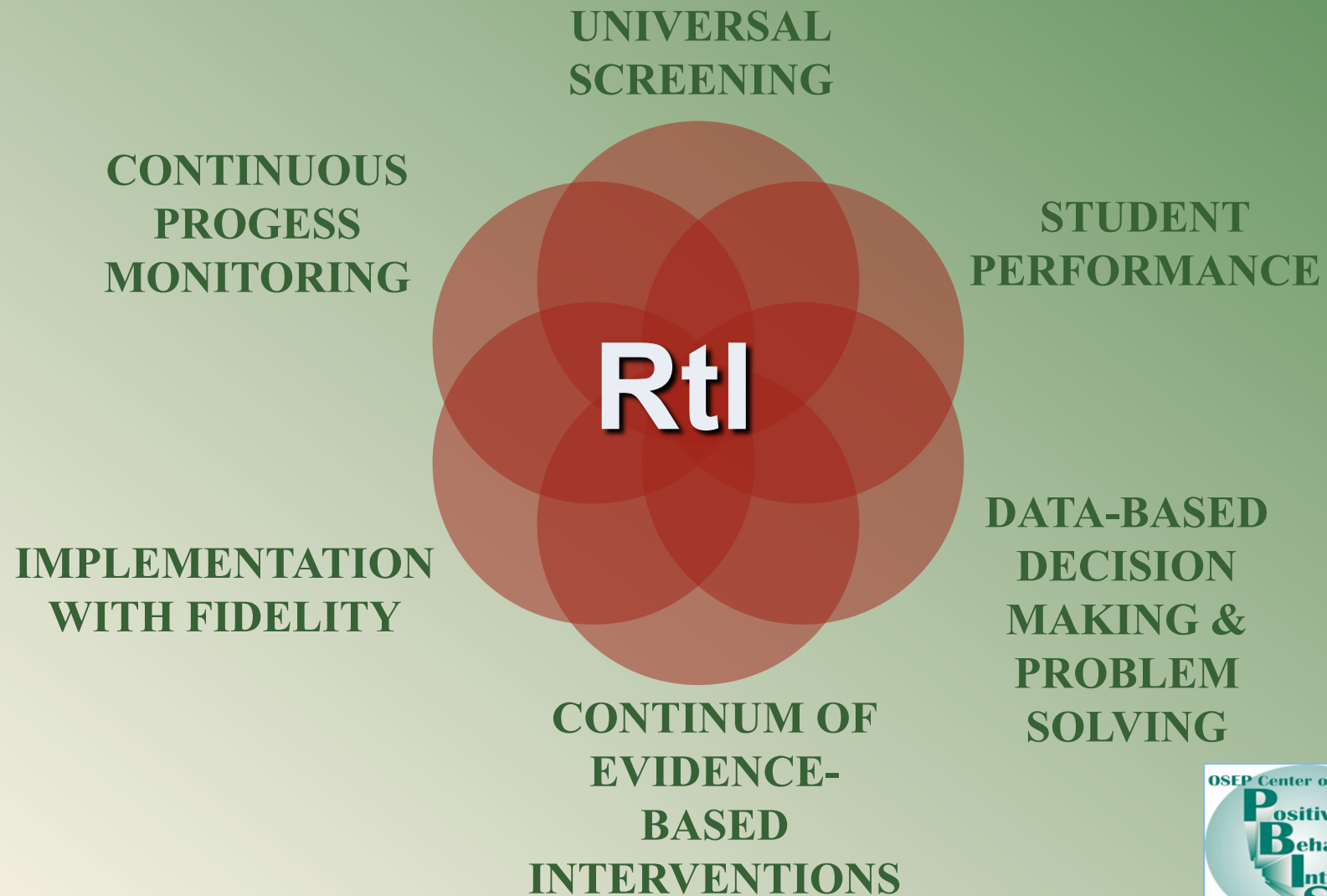


# Presentation Overview

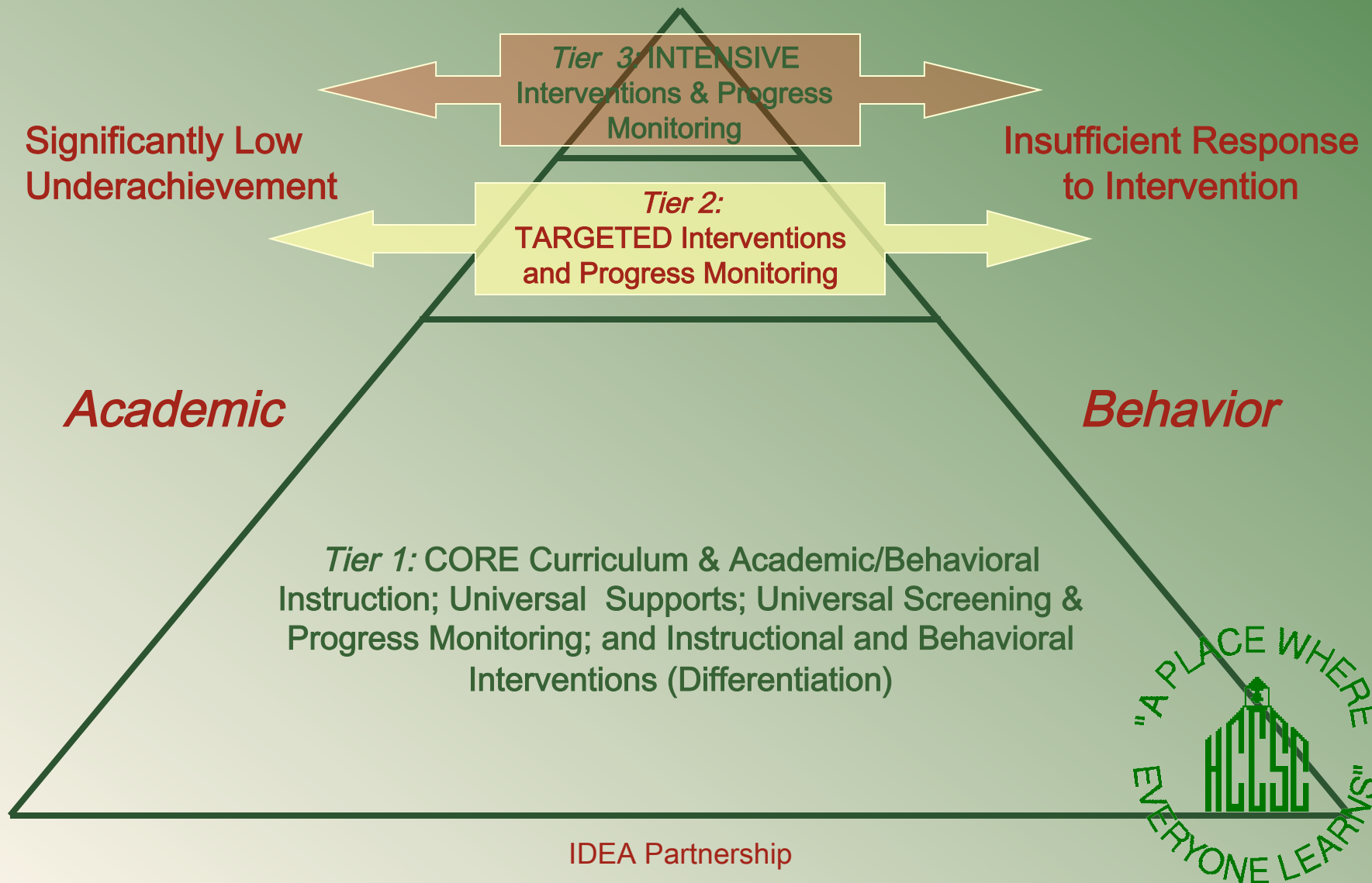
1. Rtl Defining Features & Essential Components
2. Rtl Assessment & SLD Determination
3. Universal Screening
4. Progress Monitoring
5. Support & Monitoring Structures



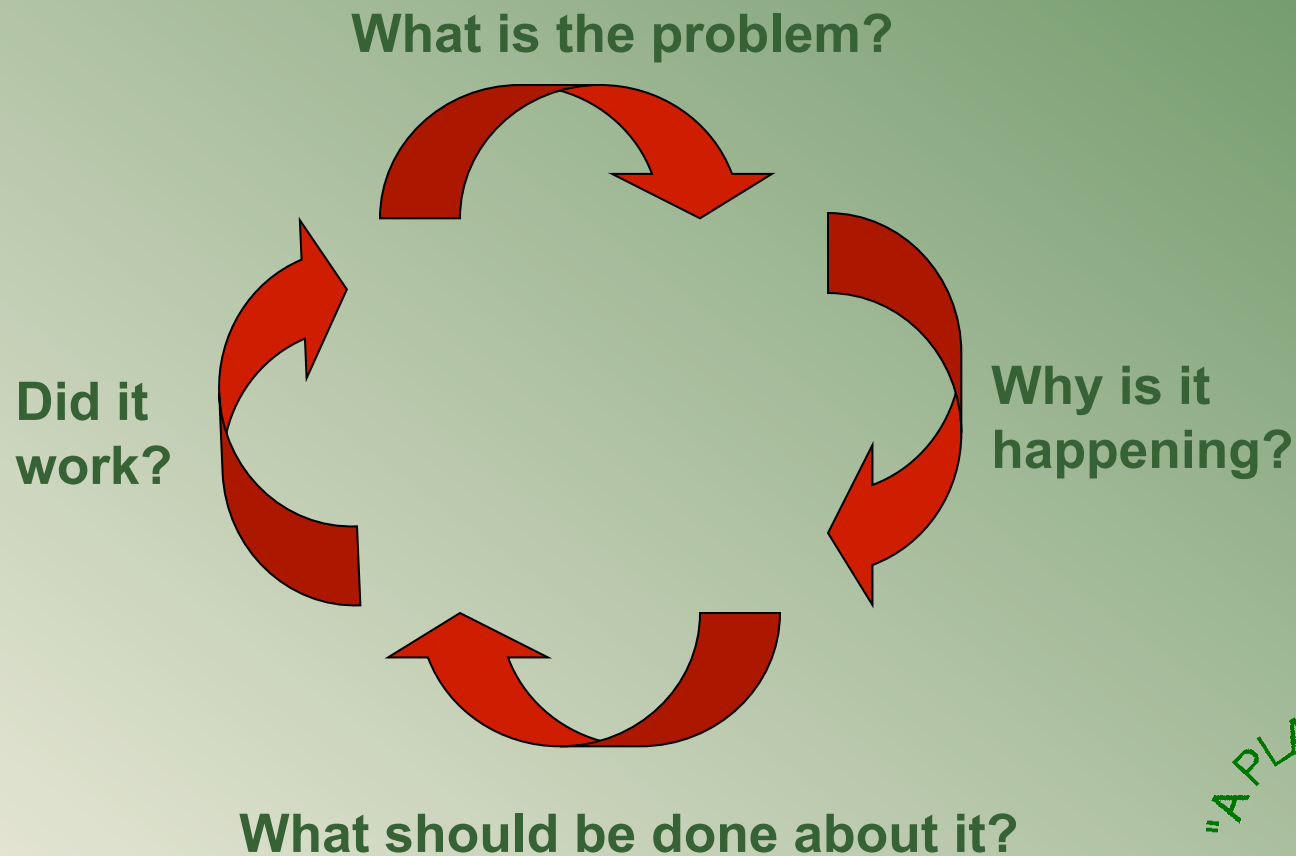
# Rtl: Defining Features



# Essential Component 1: Multi-tier Model



# Essential Component 2: Problem-Solving Method



IDEA Partnership



# *Essential Component 3: Integrated Instructional Data Collection/Assessment Systems*

- *Assessment of*
  - Skills in state standards
  - “Marker variables” (benchmarks) leading to ultimate instructional target
- *To be administered*
  - Efficiently
  - Repeatedly
- *Provide*
  - Data specific to strategy implemented
  - Individual student progress monitoring data, sensitive to small increments of growth
  - Comparison data across students
  - User-friendly data displays

# RtI Assessments

- **Universal Screenings:** assessments given to all students; Benchmarking
  - **Progress Monitoring** – short probes given regularly to struggling students along with intervention instruction
  - **Special education consideration** - Must have assessments in the 8 areas to identify a specific learning disability:
    1. Math computation/calculation
    2. Math problem solving
    3. Written expression
    4. Oral expression
    5. Listening comprehension
    6. Basic reading skills
    7. Reading fluency skills
    8. Reading comprehension
- NWEA**
- Quarterly Writing Assessments**
- HCCSC Standard 7 Rubric**
- DIBELS, RR, & NWEA**

# SLD Determination

(1) Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessments of student progress during instruction, which was provided to the child's parents.

Advocacy attorneys are being trained in this IDEA 2004 language, as well as other language on the identification of students and Rtl:

- They will question the **general education teacher** on his/her use of scientifically

researched-based instructional and intervention strategies **with fidelity**, his/her

qualifications, his/her documentation of universal screening and progress

monitoring results and how he/she used those results to inform instructional

decisions, and what information he/she shared with parents.

# Frequent Assessment

**“Once-a-year tests** are incapable of providing teachers with the moment-to-moment and day-to-day information about student achievement that they need to make crucial instructional decisions. Teachers must rely on classroom assessment to do this.” (Stiggins, 2002)



# Leading Measures Rock

**“Lagging data** cannot easily be used to improve teaching and learning because too much time has elapsed between instruction and assessment. Teachers and principals need high quality **leading measures** that can provide diagnostic information—data that can be used to update continuous improvement plans in real time. Ideally, good leading measures will allow sampling of student performance daily, weekly, or monthly.” (Dr. Steve Benjamin, 2006)



# Universal Screening

“Schools use universal screenings in essential academic areas to identify each student’s level of proficiency (usually three times a year). The screening data are organized in format that allow for the inspection of both group and individual performance on specific skills. Teachers meet in grade-level or department teams to analyze data on all students, set group goals for the next assessment period, and plan for whole class instructional change based on the data. Interventions at Tier 1 are oriented towards whole-group instructional procedures.” (NASDSE)

- **Purposes of Universal Screening:**

- **Assessment of the Core Curriculum & Core Instruction**
- **Identify those students who need further interventions at Tier 2**



# Universal Screening

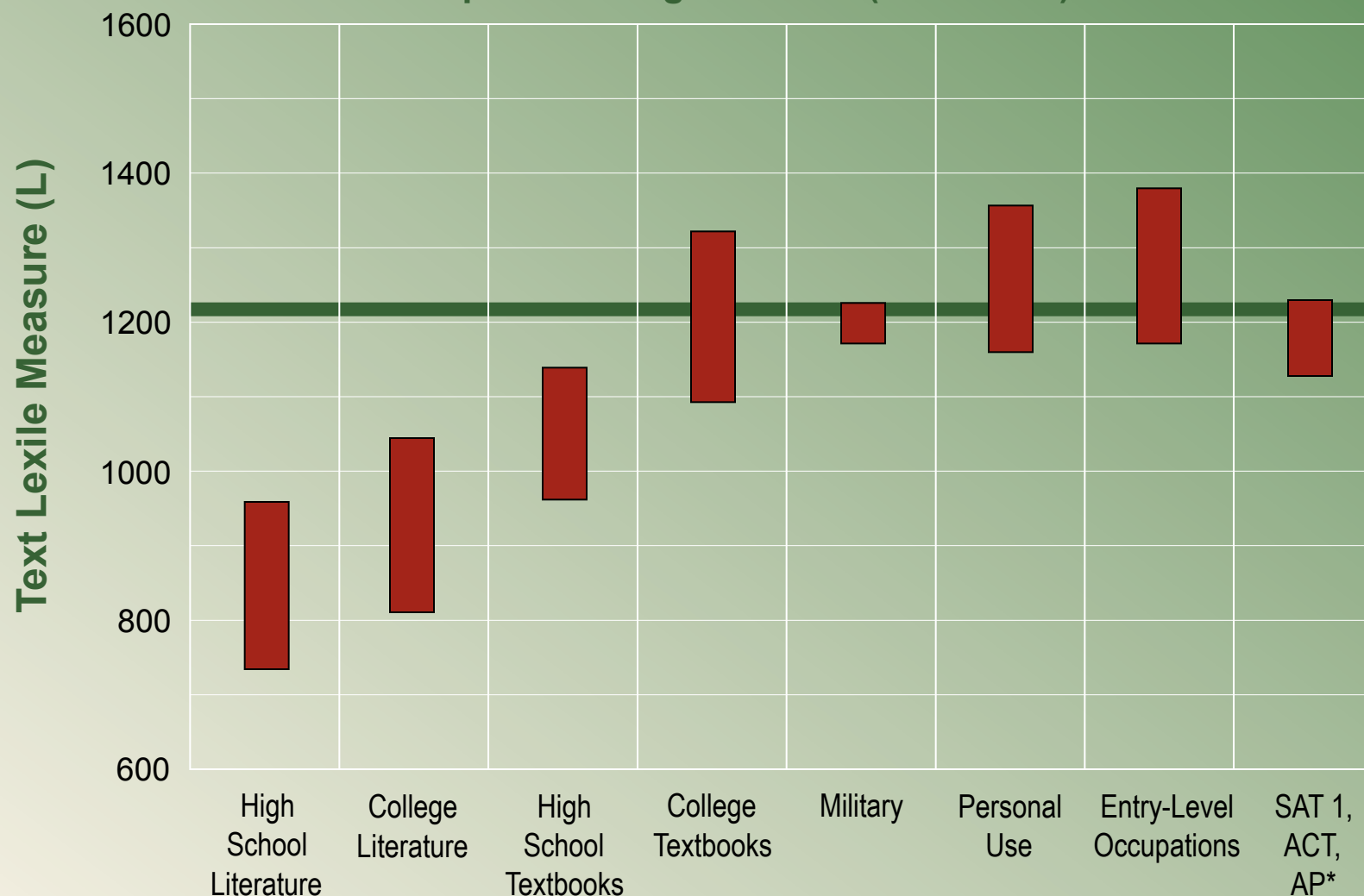
- HCCSC's Universal Screenings for academics:
  - NWEA – Reading, Lang. Usage, & Math in grades K-12
  - DIBELS – gr. K-2
  - Quarterly Writing Prompts – gr. K-12
  - Kindergarten Screening Tool & Marie Clay
  - Reading Benchmarks (Fountas & Pinnell) - gr. K-5
- HCCSC's Universal Screenings for behavior:
  - # of Office Referrals
  - Lifelong Guidelines & LIFESKILLS Goal Setting Forms
  - Report card



# 2005-06 Lexile Framework<sup>®</sup> for Reading Study

## Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)

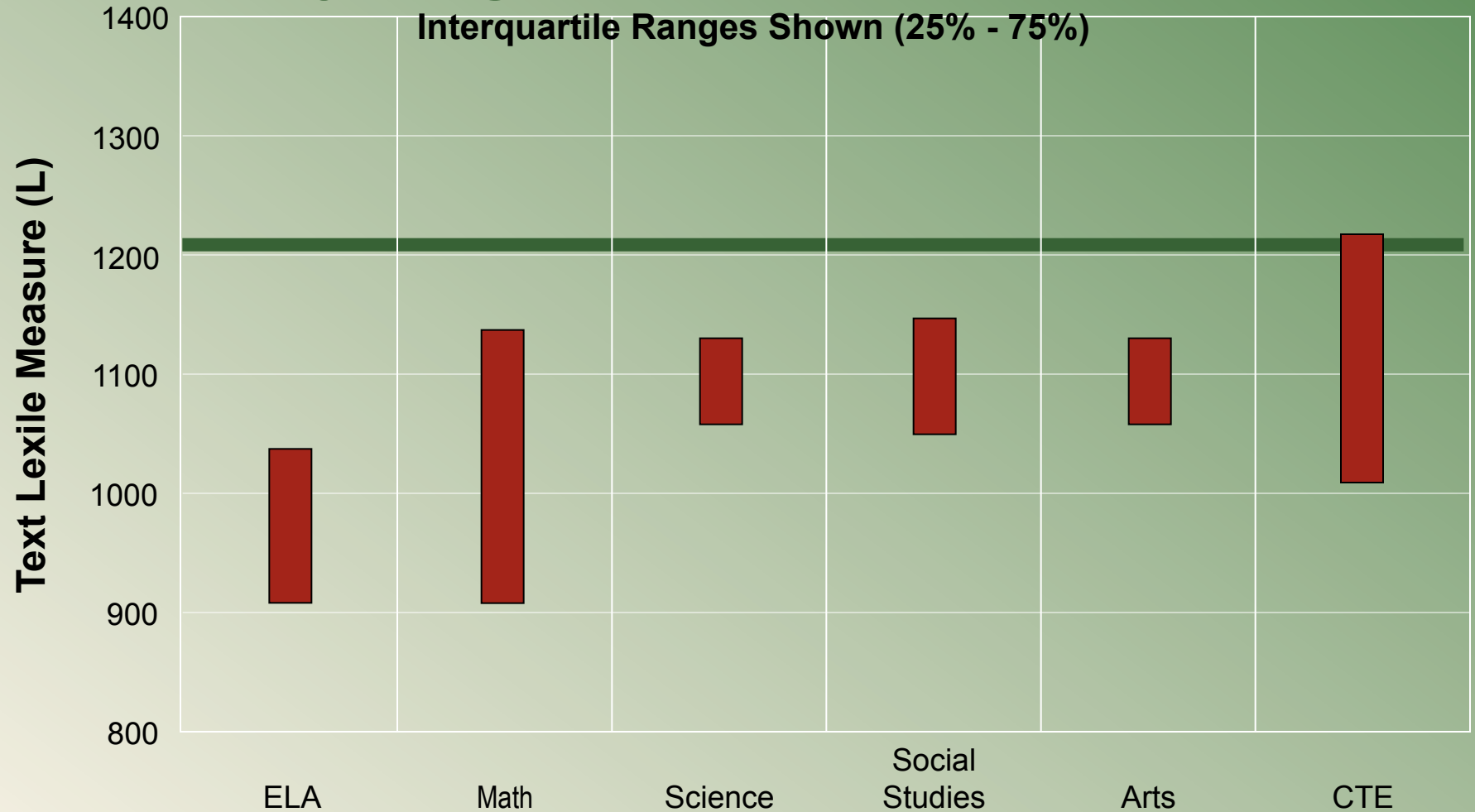


\* Source of National Test Data: MetaMetrics

International Center for Leadership

# 2005-06 Lexile Framework® for Reading Study

## Summary of High School Textbook Lexile Measures



International Center  
for Leadership



# On-the Job Lexile Requirements

National Adult Literacy Study



The range of  
most textbooks  
and instruction



Lexile Score

Struggling Readers

ENTERPRISE EDITION

# HCCSC's expectations in using NWEA for RtI

- Provide insight into Tier placement to inform on services.
- Use of DesCartes guide and support instruction.
- Monitor student progress and growth
- Implement common assessment and practices district-wide (K-12).
- Communicate results to partner with students, teachers, and families.

*"We believe students need to be challenged to reach their full potential."*



# DIBELS

## The Dynamic Indicators of Basic Early Literacy Skills

- A set of standardized, individually administered measures of early literacy development (K-2).
- Designed as short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.
- A Source of Data for Instruction
- Assesses & Provides Information Regarding:
  - Phonemic Awareness
  - Phonics
  - Reading Fluency



# Reading Benchmark

- Formative Reading Assessment
- Data used for Small Group Reading Instruction
- Assesses & Provides Information Regarding:
  - Reading Level
  - Concept of Print
  - Text Processing Strategies & Comprehending



# HCCSC Writing Prompt

- Formative Writing Assessment
- **Assesses & Provides Information Regarding:**
  - Using Writing as a Communication Tool
  - **Alphabetic Knowledge**
  - Concepts of Print
  - **Ability to Hear and Record Sounds**
  - Phonics



# Progress Monitoring

“A scientifically based practice used to assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.” (Rtl Action Network)

- Short probes that are sensitive to small increments of growth and can

be given efficiently & repeatedly

- Purposes of Progress Monitoring:

- Assessment of the intervention strategy (determine whether to fade, continue, or change)

- Identify those students who need further interventions



at Tier 3

# Progress Monitoring

- HCCSC's Progress Monitoring for academics:
  - NWEA's K-2 progress monitoring assessments in reading & math
  - DIBELS
  - Running Records
- HCCSC is still exploring other progress monitoring options,  
especially for upper grades
- Progress Monitoring Rule: 4/4
- HCCSC's Progress Monitoring for behavior
  - Daily Progress Report



# Daily Progress Report

Goals	Monday			Tuesday			Wednesday			Thursday			Friday		
Trustworthiness	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Truthfulness	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Active Listening	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
No Put-Downs	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Personal Best	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Total Points															

Example of a Tier 2 or Tier 3 Intervention



# Support & Monitoring Structures

- **Giving Teachers Tools for Success:**
  - **Weekly Structured Collaboration Time – 45 Minutes**
    - **30 min. delayed start every Wednesday**
  - **Ongoing professional development**
  - **Effective Interventions (i.e.: READ 180 & L.L.I.)**
  - **Modified schedules – time to implement interventions (90-120 min. literacy blocks)**
  - **Technology supports**
    - **Pearson Inform**
      - **Data Warehouse & Mining Tool**
      - **Academic Intervention Plan Documentation**





Home

Reports

Query

Report Library

Maintenance

Proficiency Profiles

Messages

Onefine School District

## Context



District



School



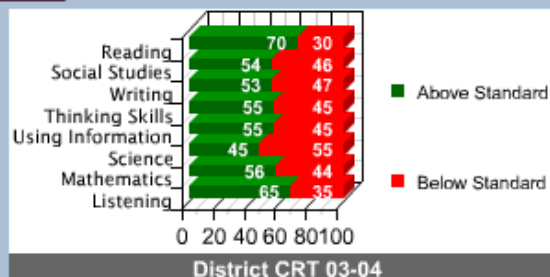
Find Student

## Report Library

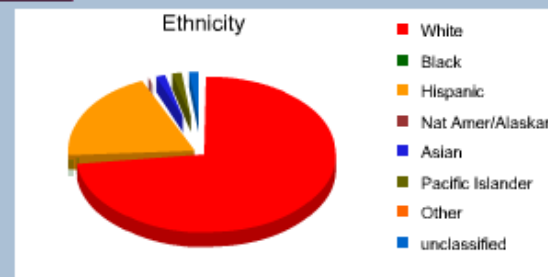
[Edit Report List](#) [Edit Folders](#)

- [-] Shared Library
  - [+] \*Spring CRT
  - [+] MATH CRT 04-05 Grades 3 - ...
  - [+] SAT-03 Math - Fall Spring...
  - [+] Third Grade Over 3 Years
- [+] District Reports
- [+] School Board Reports
- [+] Personal Library

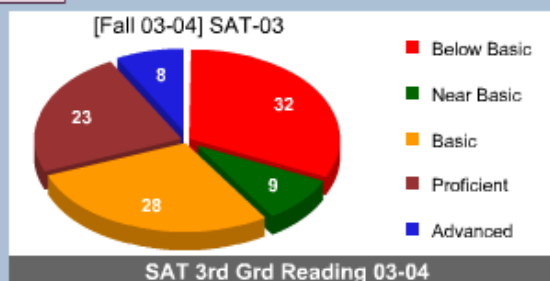
open



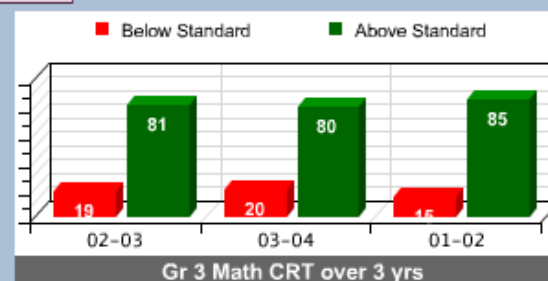
open



open



open



**Create Reports** - Create new reports from query page



**Search for a Student** - Display an individual student performance profile

# A single report can be displayed at multiple context levels

**Context**

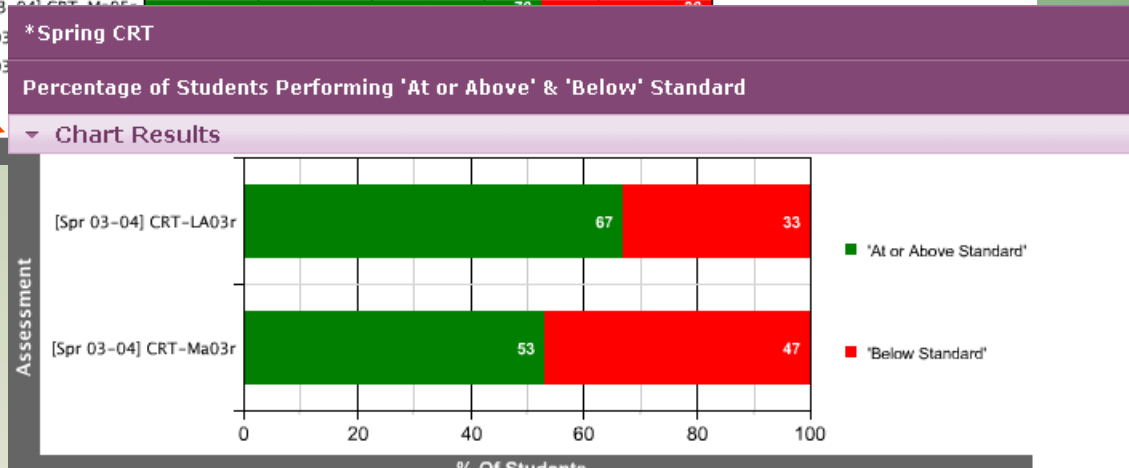
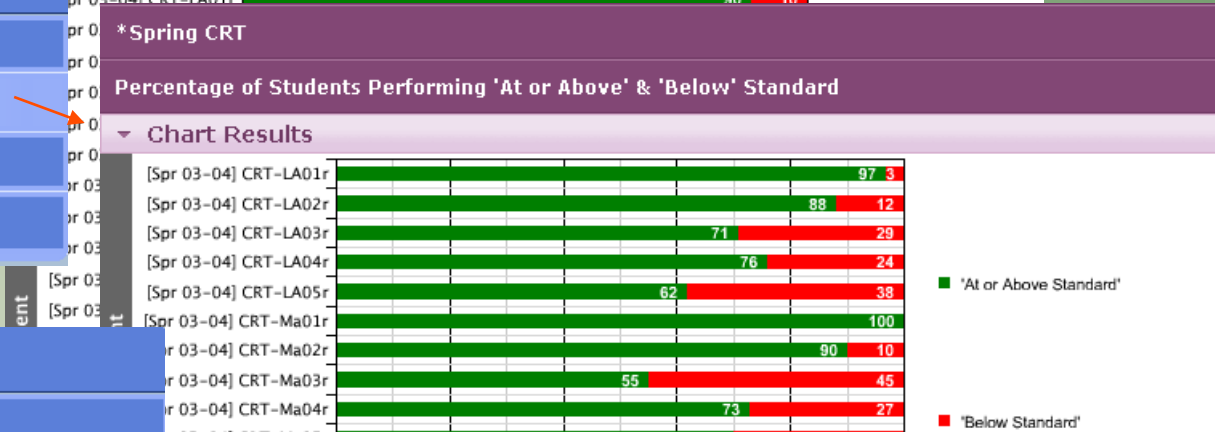
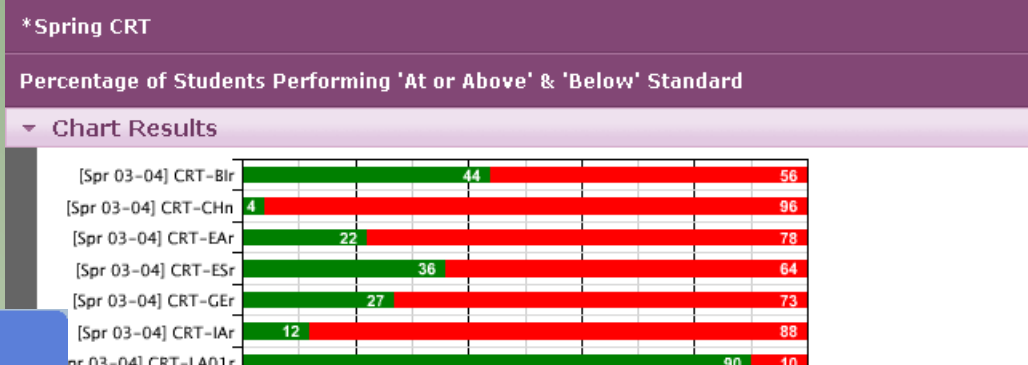
- District
- School
- Find Student

**Context**

- District
- School
- Class
- Find Student

**Context**

- District
- School
- Class
- Class Roster
- Find Student

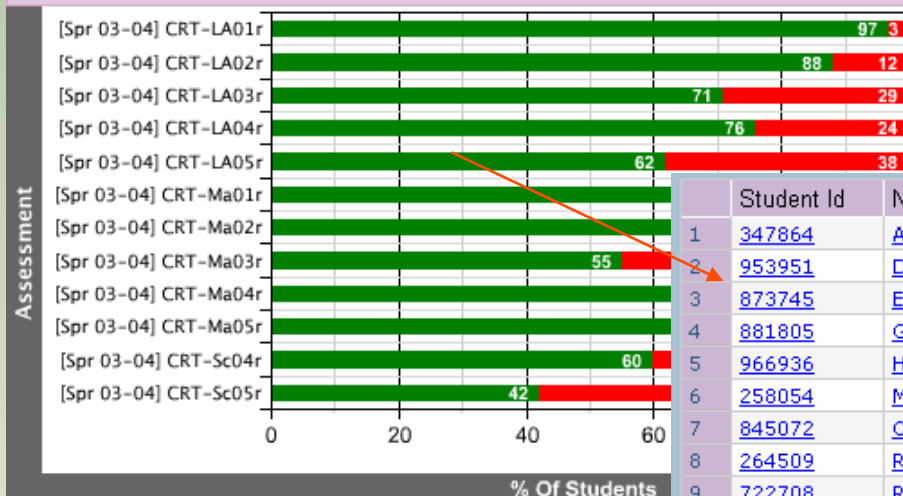


## Any score bar in any report can be clicked to reveal student names & demographics

\* Spring CRT

Percentage of Students Performing 'At or Above' & 'Below' Standard

### Chart Results



Drill down to individual student profile from student list.

	Student Id	Name	Grade	% Correct	Ethnicity	ELL	Attendance
1	<a href="#">347864</a>	<a href="#">Andrus, Micah</a>	12	87	White		
2	<a href="#">953951</a>	<a href="#">Derington, Spencer</a>	11	98	White		
3	<a href="#">873745</a>	<a href="#">Eagar, Max</a>	11	87	White		
4	<a href="#">881805</a>	<a href="#">Gibbons, Kadee</a>	11	92	White		
5	<a href="#">966936</a>	<a href="#">Hiatt, Ericka</a>	11	85	White		
6	<a href="#">258054</a>	<a href="#">Madden, Lara</a>	12	87	White		
7	<a href="#">845072</a>	<a href="#">Oliver, Erika</a>	11	89	White		
8	<a href="#">264509</a>	<a href="#">Rasmussen, Celeste</a>	10	87	White		
9	<a href="#">722708</a>	<a href="#">Robinson, David</a>	12	89	White		
					White		
					White		
					White		
					White		

Export to PDF

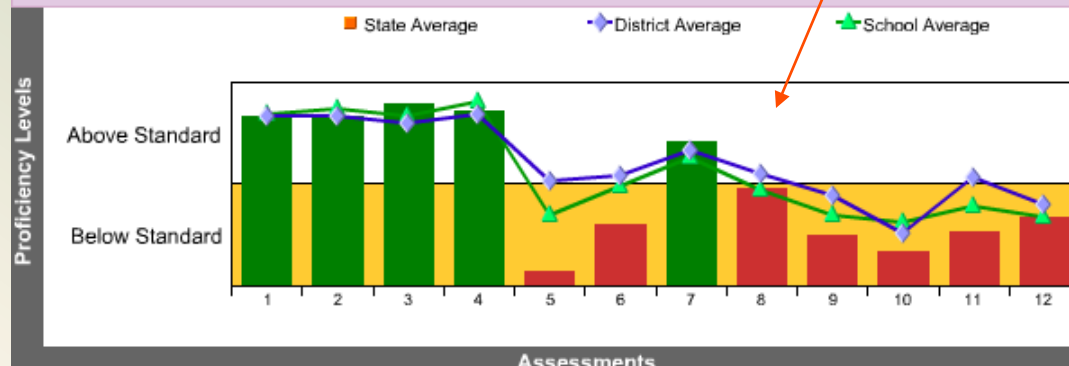
Export to Excel

Export to Word

Print Report

Saralynn Bastian - Student Proficiencies by Assessment

### Chart Results



Report

Close



# Pearson Inform's AIP

- Student's Demographic Information
- Student's Assessment History (Universal Screenings)
- Student's Intervention History with Anecdotal Notes
- Student's Current Interventions with Anecdotal Notes
- Progress Monitoring Data with Aim Line
- Student's Goal History
- Student's Current Goals
- Student's Responsibilities
- Parent's Responsibilities
- Signature Lines



# Support & Monitoring Structures

- Continuous Quality Improvement:
  - **Balanced Scorecard**
  - District, Building, & Classroom Dashboards (aligned)
  - **S2S Meetings (System to System)**
  - PDSA (Plan, Do, Study, Act)
  - **Classroom Quality Rubrics**



# Dashboard

Huntington County Community School Corporation's Dashboard					
Focus Area/Aim	Action Plan	Performance Indicators	Measurement Collection Methods	Frequency	Whose Data Folder?
<b>1. Literacy</b>  Aim: 1	<ul style="list-style-type: none"><li>• Monitor implementation of Literacy Model</li><li>• Direct Instruction, K-12</li><li>• Differentiation</li><li>• Monitor READ 180 Pilot at CV</li></ul>	<b>1.1</b> % students K-12 reading at or above grade-level	<b>1.1.1</b> NWEA: % of students at grade-level appropriate RIT/Lexile range; grades K-12	Fall, Winter, & Spring	
			<b>1.1.2</b> DIBELS: % of students meeting benchmark in each area; grades K-2	Fall, Winter, & Spring	
			<b>1.1.3</b> READ 180????		
		<b>1.2</b> % students K-12 mastering language arts standards/skills	<b>1.2.1</b> NWEA: % of students at grade-level appropriate RIT score ; grades K-10	Fall & Spring	
		<b>1.3</b> % students K-12 mastering writing standards/skills	<b>1.3.1</b> % of students scoring a 4, 5, or 6 on the Quarterly Writing Assessments; grades K-8	Twice a year	
			<b>1.3.2</b> % of students showing growth above baseline data score on Writing Assessment in grades 9-12	Quarterly	
<b>2. Mastery of Indiana Academic Standards</b>  Aims: 1	<ul style="list-style-type: none"><li>• Monitor implementation of the HCCSC Response to Intervention Plan</li><li>• Monitor HET implementation, K-12</li><li>• Build parent support</li><li>• Using formative instruction data to drive instruction</li><li>• Monitor the instruction of standards through</li></ul>	<b>2.1</b> % students K-12 mastering math standards/skills	<b>1.1.1</b> NWEA: % of students at grade-level appropriate RIT score; grades K-12	Fall & Spring	
		<b>2.10</b> % Graduation	<b>1.10.1</b> HNHS Graduation Report	Annually	

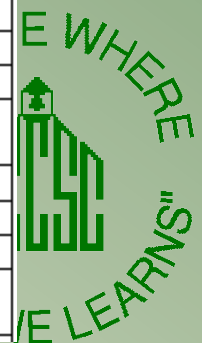


**Monitoring Key Universal Screening Data**

# Classroom Quality Rubric

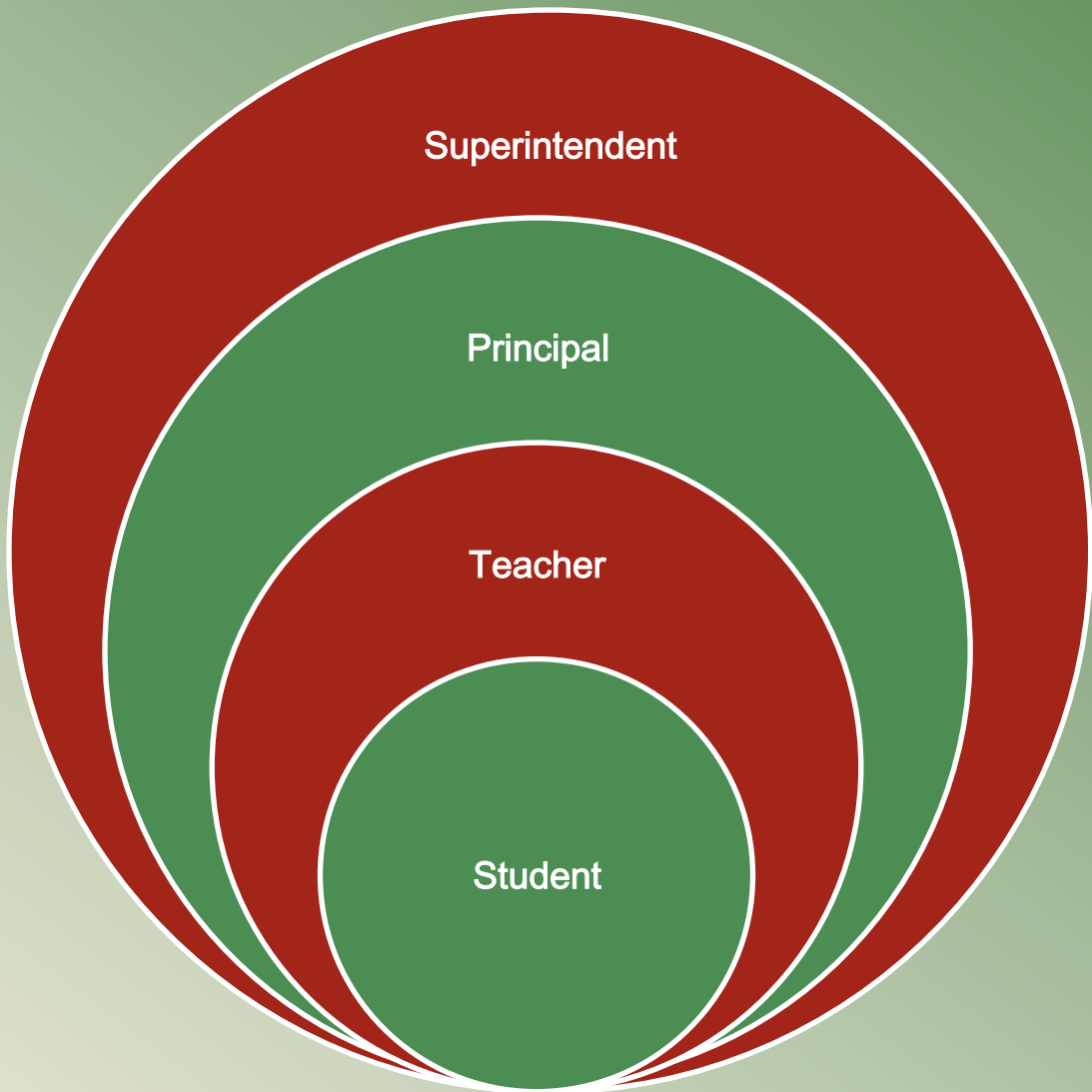
Related to  
data  
collection  
& analysis

HCCSC	
Classroom Quality Rubric Checklist	
Accomplish each task in a level. Seek "certification" by your building principal. Move on to the next level and repeat.	
✓	Quality Level 1
	Complete teacher customer/stakeholder matrix at the teacher level
	Facilitated student-generated classroom and personal mission statement (Gr. K-2 teacher and classroom only; gr. 3-12 teacher, classroom, and student)
	Established and displayed your dashboard of performance indicators
	Created student data folders aligned with your dashboard
	Conduct Goal-Setting & Student-Led Conferences
	Develop absence of threat by prominently posting a daily agenda, LIFESKILLS, and Lifelong Guidelines in the classroom; Teacher and students use calm voices in the classroom
	Create a clutter-free direct instruction area to enhance learning and focus attention
	Display world map in the classroom to support connections to current events
	Utilize state standards, HCCSC Master Maps, universal screenings, and progress monitoring to plan instruction.
	Collaborates ???
✓	Quality Level 2
	Completed all components of Level 1
	Complete teacher customer/stakeholder matrix at the teacher and classroom level
	Maintained and continually updated your dashboard of performance indicators
	Student data folders are maintained, continually updated, and aligned with your dashboard
	Developed teacher data folder with classroom dashboard data within Pearson Inform
	Conducted quarterly System-to-System (S2S) meetings with the principal (team, grade-level, department, or individual)
	Demonstrated use of two quality tools for classroom improvement
	Conducted quarterly celebrations of performance achievement/progress
	Demonstrated use of one ongoing PDSA aligned to the dashboard
	Utilize a two- to three-color tone selection, and increasingly focuses on what is being learned through the development of the physical environment.



# System-to-System Meetings

- One level of the system meeting with another
- **Discuss assessment data**
- Discuss strategy implementation to address areas of concern



# Rtl Resources

- [www.nasdse.org](http://www.nasdse.org) - National Association of State Directors of Special Education
- [www.ideapartnership.org](http://www.ideapartnership.org) - IDEA Partnership
- [www.rtinetwork.org](http://www.rtinetwork.org) – Rtl Action Network
- [www.nrclid.org](http://www.nrclid.org) - National Research Center on Learning Disabilities
- [www.rti4success.org](http://www.rti4success.org) - National Center on Response to Intervention
- [www.studentprogress.org](http://www.studentprogress.org) - National Center on Student Progress Monitoring
- [www.progressmonitoring.net](http://www.progressmonitoring.net) - Research Institute on Progress Monitoring
- [www.successfulschools.org](http://www.successfulschools.org) - National website on Positive Behavioral Support Strategies
- [www.pbis.org](http://www.pbis.org) - National Technical Assistance Center on Positive Behavioral Interventions & Supports (PBIS)
- [www.thecenter4learning.com](http://www.thecenter4learning.com) – Susan Kovalik’s Highly Effective Teaching Model
- [www.leadered.com](http://www.leadered.com) - International Center for Leadership in Education (Dr. Willard Daggett)
- [www.stevebenjamin.net](http://www.stevebenjamin.net) - Dr. Steve Benjamin, Continuous Quality Improvement Educational Consultant in Indiana

# Rtl Resources Continued

- [www.nwea.org](http://www.nwea.org) – Northwest Evaluation Association
- [www.pearsonschool.com](http://www.pearsonschool.com) – Pearson Inform Data Warehouse & Academic Intervention Plan
- [www.rubicon.com](http://www.rubicon.com) - Rubicon Atlas Curriculum Mapping Software
- <http://teacher.scholastic.com/products/read180/>. - READ 180 Software
- [www.curriculumdesigners.com](http://www.curriculumdesigners.com) - Dr. Heidi Hayes Jacobs
- [www.curriculummapping101.com](http://www.curriculummapping101.com) - Janet Hale
- [www.teachers.net](http://www.teachers.net) - Dr. Harry Wong



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